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ABSTRACT

This practicum was designed to increase student achievement and to motivate 11th grade U.S. history students to consistently complete homework assignments, to actively participate in classroom discussions, and to perform with a passing grade of "C" or above on all examinations. This paper describes the development of a multicultural curriculum and its implementation in a large classroom U.S. history course. The curriculum was developed for a class of 200 students from a student body with an ethnic composition of 56 percent Hispanic, 31 percent black, 13 percent white, and one percent Asian American/Indian. The textbook that had been in use gave inadequate attention to minority groups and women, so that these students did not feel they were an integral part of the U.S. history experience. The curriculum was designed to encourage active student involvement in their course work. It emphasized the use of guest speakers; hands on discovery learning projects designed to enhance knowledge of the diverse cultural heritage of students in the United States; and group projects and oral history projects designed to expand each student's sense of the relevance of U.S. history to today's world. Results indicated that, as a result of implementation, students were significantly more involved in and enthusiastic about U.S. history than in previous classes. Students achieved higher levels of performance than in prior classes. The appendices include specific performance standards of U.S. history; and a competency based curriculum for U.S. history. Contains 17 references. (DK)

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A Plan for Enhancing Student Achievement in an Eleventh Grade Large Classroom American History Course Through a Multicultural Curriculum

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Cluster 49

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Michael Cotton

Michael Cotton
Social Studies Department Head
Miami, Florida

January 3, 1994

This practicum report was submitted by Elisa Calabrese under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

1-24-94

Date of Final Approval of Report

Approved: Paul B Borthwick

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Abstract

A Plan for Enhancing Student Achievement in an Eleventh Grade Large Classroom American History Course Through a Multicultural Curriculum. Calabrese, Elisa, 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Secondary Education / Social Studies Curriculum / American History Curriculum / Secondary School Teachers / Group Learning / Educational Materials for American History / Oral History Group Projects / Multicultural Education / Teacher Effectiveness.

This practicum was designed to increase student achievement and to motivate eleventh grade American history students to consistently complete homework assignments, to actively participate in classroom discussions, and to perform with a passing grade of "C" or above on all exams.

The writer developed a multicultural curriculum, and implemented it in a large-classroom American history course. The curriculum was designed to encourage active student involvement in their course work. It emphasized the use of guest speakers; hands-on discovery learning projects designed to enhance knowledge of the diverse cultural heritage of Americans; and group projects and oral history projects designed to enhance each student's sense of the relevance of American history to today's world.

Results indicate that, as a result of the implementation, students were significantly more involved in and enthusiastic about American history than in previous classes. Moreover, students achieved higher levels of performance than in previous classes.

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

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CHAPTER I

INTRODUCTION

Description of Community

The work setting is a high school located on 20 acres of land in a low-to-middle class suburban neighborhood. The school is bounded on the east by a heavily travelled road; on the north by a shopping center; on the west by a shopping plaza and apartment buildings; and on the south by housing and commercial areas. The high school, with 4100 students, is the second largest in its state. The building is designed to hold 2300 students. The student body of the high school will continue to increase in number as housing developments are completed in the area.

The community served by this high school is continuing to grow, as evidenced by the continuing construction of low to moderately priced single and multiple family dwellings in the area. The high school serves a role in enriching the community by providing special programs in basic skills instruction, tutoring, and child care. This high school serves as the neighborhood learning center by providing day, afternoon, evening, weekends, and summer academics and services. The student population ranges in age from 13 to 19 years and over, with the greatest number of students between the ages of 14 to 18.

School statistics state that the average family income is approximately $24,000 per year; 61% of the students reside with both parents in single family dwellings; and the

student body consists of an ethnic composition of 56% Hispanic, 31% Black, 13% White, and 1% Asian American/Indian.

The school provides these students with an educational environment conducive to high academic achievement and extensive opportunities for cultural growth. Numerous services and recreational organizations offer programs to benefit the students and teachers, and involve parents (examples include the Citizen's Advisory Committee, boosters' clubs, and civic clubs). All lend time, effort, and financial backing to student activities and school improvement. The organizational design of the high school is the shared-decision making program of School-Based Management (SBM). Under this design, enhanced educational opportunities are made available to students, faculty, and support staff. SBM allows teachers to possess greater autonomy, responsibility, accountability, and status so that the best education possible can be realized for all students.

Writer's Work Setting and Role

The role of this writer in this high school is that of an American history teacher. Because of the overcrowding in the school, large classroom instruction of more than 200 students in each American history class was instituted. The classes were conducted in an auditorium that seats 215 students. The responsibilities of this writer were (and continue to be) to design curriculum strategies which guide students to an understanding of the history of the United States from the Revolutionary War to the present. Additional responsibilities included (and continue to include) guiding students towards becoming informed, creative, and responsible citizens in today's fast-changing world.

In addition to the responsibility of formulating curriculum strategies on a daily basis, this writer's responsibilities included a five-day work week of

three 60 minute classroom sessions of American history each day, involving video presentations, class discussions, and map interpretations, all using computer technology. These activities supplemented the traditional classroom lectures which were also given.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem addressed was one encountered in many schools across the nation. The problem was that a significant majority of eleventh grade American history students typically exhibited little interest and motivation to study the subject. These American history students were by and large unmotivated and apathetic to any form of achievement, and at best merely compliant to curriculum goals. Many failed to regularly complete homework assignments, to participate in classroom discussion, or to perform satisfactorily on exams.

The problem produced difficulties for teachers, students, and society alike. Teachers were compelled to cover less material in class, and what material was covered was treated at too elementary a level. Furthermore, teachers were forced to devote an inordinate amount of effort to maintaining discipline in the classroom, since bored students are often unmanageable. The main consequence for students had been that they did not learn American history. Equally important, they did not partake in the sort of reflection and analysis that characterizes historical thought.

The consequence for society was that a significant body of its citizens lacked adequate understanding about the origins and values of society. Many of its members consequently failed to participate in society (eg. failed to vote, to run for office, or to

adopt political positions), and those who did participate were inadequately informed. Furthermore, lack of historical understanding often led to disrespect for society's institutions, with the consequence that these institutions were weakened.

Problem Documentation

Those American history students who found the material boring generally did not participate in class and were not interested in the lecture material, textbook readings, and video presentations, or in the thinking methods of analysis, synthesis, and inquiry involved in the study of history. The writer's American history class records indicated that 70 of the 215 American history students received a D or an F grade at this high school in 1991-92. There was also evidence that 161 students of the 215 general American history students failed to regularly complete homework assignments, actively participate in classroom discussion, or perform satisfactorily (grade C or above) on exams (Calabrese and Ponce gradebook: September-October 1992).

Causative Analysis

A primary cause of the problem was that the American history curriculum did not meet the needs of a student body composed largely of ethnic minority students (Sewell, 1988). American history curriculum failed to build learning opportunities that connected with students' other real life experiences. Students' personal experiences were an integral part of their school experiences. The standard American history textbook used at this writer's worksite gives grossly inadequate attention to minority groups and women. These students did not feel they were an integral part of the American history experience. The textbook did not give equitable attention to minority causes, heroics or achievements,

as it did to the majority European culture. This was a very significant factor, in part due to how many students of ethnic heritage there were (and still are). (Recall that a sizable majority of students at the writer's school are of ethnic heritage. In the United States as a whole, "extensive immigration of minority students, mainly from Asia, Latin America, and the Caribbean, during the last 15 years has resulted in unprecedented levels of enrollment of immigrant students in public schools (First, 1988, p.205).")

Curriculum strategies of American history and teaching strategies for large classroom instruction did not appeal to a multicultural audience. The Eurocentrism of American history curriculum failed to explain social injustices such as racism and discrimination which minority students experience in their lives. This type of curriculum, by ignoring the personal experiences of minority students, failed to foster self-esteem or to provide motivation for studying American history.

A second reason students lacked motivation is that they did not appreciate the applicability of American history to their lives, particularly to the jobs and professions to be assumed in the years to come. Students were unmotivated to work hard in school when they saw little or no relationship between how well they do in school and what kind of job they could land after school (Magaziner and Clinton, 1992). Students who were motivated focused on connections between what school taught and what other real-life experiences taught (Bonstingl, 1992).

A third factor that decreased student motivation was that many students worked at jobs outside of school, and so were unable to devote sufficient time to their studies. According to a survey conducted by the writer and colleagues, of the 215 pupil American history class, 97 of the students worked a minimum of 10 hours a week.

Yet another factor concerned the size of classes. As already noted, this writer taught classes of more than 200 students each. Students were afforded very little

opportunity to participate individually, and teachers had little opportunity to interact with students individually. Student achievement was assessed in a "mass produced" manner, and the achievements of individual students went unseen and unheralded. Instruction was designed to generate "correct" answers resulting from rote memorization. Testing was used as a primary means of assessing results of the learning process (Bonstingl, 1992).

Another factor was that administration was not responsive enough to the problem. The 1992 school year marked a change in the presentation methods of American history in large classroom instruction. First, computer technology was implemented as a means of knowledge transmission: The classroom technology consisted of a Macintosh LCII color computer with large screen projection. Second, American history tapes, produced by the school board and dealing with major themes of American history from the American Revolution to the present, were (and still are) provided. These new materials no doubt came at considerable expense, yet they addressed neither the root problem nor its causative factors noted above.

Relationship of Problem to Literature

A literature search revealed that American history textbooks generally fail to emphasize cultural diversity. Sewell addresses the problem that American history textbooks do not present material in a multicultural fashion, and claims that this contributes to student apathy (Sewell, 1988). Students of ethnic minority heritages are inundated with the Eurocentrism of the American history curriculum. This leads to an even greater bias, since teachers often use textbooks as a guide to curriculum. Minority students who are in history classes which hold the textbook as the absolute authority tend to be apathetic to their performance in the class. Afro-Americans have demanded a more

adequate treatment of blacks in books and courses dealing with the history of the United States (McNeil, 1985). Bias in textbooks diminish self-esteem for members of those minority groups whose contributions and culture are given inadequate treatment (New York State Department of Education, 1991).

This Eurocentrist American history content contributes to low achievement of minority students (New York State Department of Education, 1991). Low motivation and low self-esteem are bad in their own right, and they also contribute to poor student performance (McCarty, 1992). Although the demand for a multicultural curriculum was begun in the 1960s by traditional minority groups, American history curricula of the 1990s still fails to reflect accurate and positive experiences of minorities. Treatment of minorities is an *ad hoc* feature, an appendage if you will, to the mainstream Eurocentrist curriculum (Ornstein & Hunkins, 1988). American history was updated and interpreted from different points of view "which revealed the mistreatment of minority groups by the dominant white culture, these contributions of the minority groups and their leaders, and the social problems they face (McNeil, 1985, p. 281)." These studies were offered an supplementary units, and as enrichment within existing courses such as literature or history (McNeil, 1985). The obstacles that stand in the way of learning are primarily motivational, not cognitive in nature (Csikszentmihalyi, 1990). Two main forms of motivation are extrinsic and intrinsic. Intrinsic motivation is a more effective and rewarding way to learn American history. Csikszentmihalyi (1990) advocates spending time and energy on stimulating the students' enjoyment of learning rather than transmitting mere facts of information. He also believes that "subject matter will be mastered more readily and more thoroughly when the student becomes able to derive intrinsic rewards from learning" (p.116).

Social studies curriculum and teaching methods for social studies place little emphasis on effective skills instruction but a great deal of emphasis on facts instruction (Parker, 1988). Csikszentmihalyi (1990) comments on teaching strategies with the

following response: "when challenges are relatively greater than skills, there is a sense of frustration that eventually results in worry and then anxiety; in the opposite case, when one's skills are greater than what is possible to do one feels progressively more bored" (p.128). These poor teaching strategies, such as rote memorization and large classroom instruction, contribute to low student performance and motivation (Sewell, 1988). Low motivation occurs when the low self-esteem student predicts failure or inadequacy in the event assignment or activity (McCarty, 1992). "Rote learning is the whole of school for many urban youngsters. The concern of teaching is with a few narrow outcomes that can be taught economically by rote and drill, and can be easily measured (Miller & Seller, 1985, p. 38)." In history class the traditional paradigm of instruction has been that the teacher gives information which the student then memorizes. Unfortunately, even this paradigm generally fails; for the reasons noted above, students fail to even memorize what is told them.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals were projected for this practicum: to motivate American history students (especially minority students) and to increase their level of achievement. In more concrete terms, the students will be expected to complete homework assignments regularly, to actively participate in classroom discussions, and to perform at or above grade-level on exams. American history curriculum is expected to be built on the students immediate environment in order to meet the needs of a diverse student body.

Anticipated Outcomes

The following three outcomes were projected for this practicum. After implementation of the practicum, it is expected that 150 out of 215 American history students will regularly complete at least 80% of their assignments for each type of assignment: homework, worksheets, video reports, multiple choice tests, essay tests, in-class essays, and student notebooks. (A video report requires the student to watch a video in class, then to discuss its main theme, express two of its main ideas, and relate the video to current events.) It is also expected that 150 out of 215 American history students will actively participate and be involved in classroom discussions and activities.

It is also expected that 150 out of 215 students will receive a passing grade of "C" or above for the entire 12 week grading period.

At the end of the 12 week implementation period, students will be asked to write an essay concerning their attitudes towards the class, including teaching methods, activities, and course content. It is expected that this will provide the writer with useful feedback regarding the adequacy of the teaching methods and the class as a whole.

Evaluation Instruments

Tests were one of the instruments for evaluating the outcome concerned with passing grades. Tests generally took either of two forms: multiple choice and essay. Multiple choice exams, the more objective measure of the two, were selected and designed to measure the students' mastery of material. Essay exams were somewhat less objective and proved more difficult to grade. Yet they were quite important, having been designed to measure the students' critical thinking skills. Multiple choice and essay questions (as well as student activities) incorporated all levels of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Multiple choice exams consisted of 50 questions, whereas essay exams consisted of two questions. The time allotted for both types of exam was 50 minutes.

The other instruments used to evaluate students' grades were homework (take-home) assignments and in-class assignments. The latter included worksheets, video reports, student notebooks, and essays.

Student notebooks, which were collected periodically throughout the implementation period, provided a measure of all three outcomes. The completeness of a student's notebook provided an excellent indication about the student's attention to and involvement with the material presented in lecture and class discussion. The notebook also indicated whether the student was up to date on daily lessons. The organization and content of the notebook revealed the student's understanding of the material, and used as

a factor in determining grades.

Every student wrote a report based on each of five different videos shown in class during the implementation period. Each report was designed to determine whether the student grasped the main ideas of the video, and in this respect resembled a traditional book report. The reports were graded on the basis of clarity of expression and understanding of the video.

The number of questions, remarks, and answers each student made in class were recorded in the gradebook. In addition, students' remarks were noted at the time they were made, and later recorded in individual student folders for subsequent perusal. These notes were used in evaluating the degree of each student's participation.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem to be confronted is that eleventh grade students are generally not interested in American history. This is the case primarily because students do not find the curriculum content to be worthwhile and relevant to their needs as maturing young adults of ethnic heritage. (As already noted, there are also other significant reasons.) American history curriculum must be presented to students in a multicultural fashion which represents a body of knowledge about the African, Asian, Latin American, Caribbean, Native American and European experience in the United States (New York State Education Department, 1991). A pluralistic curriculum for American history ensures that the search for truth and the pursuit of knowledge of U.S. history is broad-based and not limited to one culture's experiences (New York State Education Department, 1991).

American history curriculum must avoid stereotyping, resegregation, indoctrination, and assigning blame; it must confront societal problems of prejudice and inequality in the classroom (Bullard, 1992). Teaching strategies should attempt to ensure that all cultures receive equitable and accurate attention in American history curriculum, including textbook readings, video presentations, lecture content and supplemental readings. Unfortunately, the evidence suggests that curricular materials for

American history fail to reflect a pluralistic society and, when there is a form of multiculturalism in these curricular materials, they are biased toward people and activities representative of the dominant white Anglo-Saxon culture.

A Roper Poll conducted in 1988 of American students between the ages of 8 and 17 found that 40% of students cite better textbooks as one way to improve the quality of education (Sewell, 1988). It is important to select an American history textbook and supplemental readings that are multicultural in substance; if they are not multicultural, then there is a diminishment of self-esteem for members of those minority groups whose contributions and culture are given inadequate treatment. Indeed, many curriculum specialists address the need for reform of American history and social studies textbooks, to ensure that textbook content treats all cultures adequately and fairly (New York State Department of Education, 1991; Sewell, 1988; and Ornstein & Hunkins, 1988). American history curriculum must achieve several goals: "It must teach the core democratic values that enable Americans to work together, to reach decisions, and to live peaceably as citizens of the same society; It must teach values such as tolerance, respect for dissenting opinions, a sense of responsibility for the common good, and a readiness to participate in civic life (Ravitch, 1991, p. 11)."

In order for minority children to feel a part of the mainstream, "curriculum developers must attend to the hidden curriculum by manipulating both formal and informal systems through conscious and well-intentioned guidance of pupil interactions (McNeil, 1985, p.275)." One effective way to encourage interaction between minority groups is to encourage young people to get involved in city or county organizations which help their community. History teachers can "provide situations in which children can discover similarities of interests and attitudes in other students or work together for a common good (McNeil, 1985, p.275)." According to research, service experience promotes awareness of cultural and social diversity, open-mindedness, builds a positive self concept, and engenders trust through cooperative learning (Kimeldorf, 1992). Class

service projects or course service projects also promote positive school image and pride, and help foster academic success (Kimeldorf, 1992). A teacher can also foster self-esteem and self-motivation in his or her students by promoting academic achievement, and by creating a system of classroom rules to encourage hope (McCarty, 1992). Such classroom rules and procedures can include partial credit for late or incomplete assignment, a monitoring system for communicating with parents on a weekly basis, cooperative learning through peer teaching, and the incorporation of study skills into curriculum to improve student performance.

The teacher in the classroom setting is the agent of change. The teacher is the guide to authentic learning. How did this writer go about implementing specific solutions to make history more relevant to students' needs, to make curriculum more pluralistic in presentation and increase motivation and build self-esteem in students? This writer undertook these specific activities: 1) Invited guest speakers to class to illuminate historical and cultural events in American history, such as a successful Cuban businesswoman who came to the U.S. during the Mariel boatlift of 1980; 2) Engaged students in oral and written presentations such as an oral history project in which students interview civil rights activists of the 1960s; 3) Improved lecture material and the textbook by providing a variety of primary and secondary source readings such as personal letters, diary and journal entries, newspaper articles, speeches and other documents of a given historical figure or event; 4) Provided video documentaries designed to help students understand the complexity of issues facing Americans throughout history; 5) Provoked individual and group analysis through class discussion after reading and interpreting political documents such as The Declaration of Independence, The Constitution of the United States, political speeches of Martin Luther King on Civil Rights, Lincoln's Gettysburg address, and Lyndon Johnson's speeches concerning the Great Society; and 6) Examined current issues which affects a predominant culture such as immigration from

Haiti, the Lozano Trial, and south Florida's attitude towards Cuba. This writer made a point of placing all these activities within the proper historical context.

These activities encouraged the student to feel connected to historical events, current events, and the larger world. The importance of this sense of connectedness is a recurring theme in the literature. Howard Gardner (1990) states that the most important educational event in a student's life is to find a topic to which he or she feels connected. He believes that there are different forms of knowing--intuitive, skilled, symbolic, notational--"which must be fused if an individual is to attain deep knowledge of a subject area" (p.105) In a similar vein, the major goals for youth identified by the Association for Supervision and Curriculum Development include developing positive self-concepts in students; developing understanding of others; and stimulating students' interests and capabilities for continual learning (Ornstein & Hunkins, 1988).

All Americans play a part in the tapestry of American history. It is important that teachers provide a variety of materials and activities for students to choose from and to help them become authentic active learners. Students of history must perform the historian's tasks: "defining essential questions, sorting through available source materials, determining topics, drawing conclusions, and presenting them persuasively (Kobrin, Abbott, Ellinwood and Horton, 1993, p.39)."

Description of Selected Solution

The practicum implementation executed several new curriculum strategies as described above, such as the various self-esteem and internal motivational strategies to improve student achievement, and supplementation of current textbooks in use with culturally diverse literature. The implementation took place in a large eleventh grade classroom setting of American history in which there are 215 pupils. This class, one hour in length, is a general American history class. This writer respects the diversity of all cultures and personalizes the class by addressing students by name. This writer fostered

self-esteem by creating a system of classroom rules to encourage success in the course, such as providing peer teaching, and incorporating the study skills strategy SQ3R into U.S. history curriculum. The study method Survey, Question, Read, Recite and Review (SQ3R) is best suited for studying secondary written material such as a textbook. The study method worked as follows: The student would first survey the chapter under discussion by taking a comprehensive view of the material, determining such things as the length of the chapter, title and sub-headings, and concepts to be discussed. When the survey was completed, the student would transform the title and subheadings into questions, and then proceed to read the chapter with the intention of answering the questions. While reading the chapter, the student would make notes of important facts and concepts. After the reading is completed, the student would recite out loud the notes he or she had taken, and then proceed to review the material by answering questions taken from the title and subheadings *without* using notes.

The following steps were taken to motivate American history students to complete homework assignments regularly, to actively participate in classroom discussions, and to perform adequately with a passing grade of "C" or above on all exams throughout the 12 week grading period. To accomplish these goals this writer: 1) Supplemented the standard textbook with American history readings authored by Afro-Americans, Hispanics, Asians, and American Indians; 2) Reduced feelings of guilt and insecurity by giving partial credit for late and incomplete homework assignments, and giving students an opportunity before the end of the marking period to finish incomplete assignments; 3) Involved students in class discussions by providing them the opportunity to share opinions, not only facts and concepts concerning American history; 4) Guided students in making connections between American history curriculum and current events, by personalizing the importance of the government's institutions such as the Constitution and the three branches of government; and 5) Emphasized the positive contributions and

aspects of the diverse cultures of the American population, in textbook readings, in lecture content, in video presentations, and in daily assignments.

The first task in implementing the practicum was to undertake a reassessment of self. Two questions were asked before laying the ground work of the implementation of the practicum: First, where is this writer going with the plan? And second, how will this writer arrive at the desired outcomes? Such questions allowed this writer to focus on the preliminary tasks of determining the specific areas and issues that are most important to address in the proposal, and of articulating an underlying philosophy of education to guide this writer's actions in preparing and evaluating solutions. Using a variety of methods of research, this writer had gathered data about class problem areas, class successes, and problems and successes in instruction and curriculum strategies. This leadership role allows meaningful, workable goals to be identified, for the purpose of developing a new sense of direction in solving the problem.

The practicum plan as described was implemented without need of funding or supplies above what is already provided. Nor was special permission required; the plan was in accordance with the guidelines of state and county curriculum objectives and the worksite school based management team. The worksite had all the necessary facilities to implement the plan. The curriculum design was a social studies course possessing specific performance standards of American history (see Appendix A). It also supports a competency based curriculum (see Appendix B).

This curriculum design reflects the 1980s movements of "Back to Basics" and "Excellence in Education." These trends emphasize core subject areas such as English, history, science, and mathematics. The emphasis is on high achievement in critical thinking skills, rather than mere minimum competence. The knowledge base of this design is reflected in the philosophy of Essentialism: to master the concepts and skills of the subject matter in focus. The essential learnings defined and illustrated in the American history performance standards include developing a sense of American

historical significance; understanding the meaning of time and chronology; understanding the importance of a common history among Americans; analyzing cause and effect; and using techniques of compare and contrast in critical analysis.

There are two learning orientations involved in development of this specific American history curriculum: Behaviorism and Cognitive Development.

Behaviorism Behaviorism in curriculum planning involves developing instruction aims, objectives, and activities in a given subject area such as the performance standards of American history. The curriculum in focus stresses a structured arrangement of intended learning outcomes. This curriculum is meticulously designed to focus on results that can be observed and measured. Whenever the word "performance" is used in curriculum planning, it connotes behavioral objectives which focus on desired student responses or learning outcomes.

Cognitive Development Central to this learning theory is the idea that mental growth occurs in steady progressive stages. These American history performance standards suggest that students will move from concrete levels of thinking (eg. describing or explaining) to more abstract levels of thinking (eg. comparing, contrasting, analyzing, and synthesizing). These performance standards are geared toward developing the student's intellectual abilities.

Report of Action Taken

The practicum plan was executed during a 12 week grading period. Academic grades were recorded during the 12 week period and consisted of the following components: five homework assignments, five chapter tests, daily class participation grades, four SQ3R worksheets matching the chapter content; five video reports, and one 12 week notebook grade summarizing the lecture material. Teaching strategies designed to increase academic achievement in American history class were described in Chapter Three. These strategies and methods were applied to curriculum content and classroom

procedures throughout the 12 week period. The following report describes the content coverage, materials used for each week, and describe high-interest activities for each week of the implementation period.

The 12 week implementation period was devoted to "The American Experience," with emphasis on the period extending from World War II to the present. Much of the content coverage and activities was concerned with the role and contributions of minorities in American history. For example, what were Latin Americans, African Americans, Asian Americans doing during this block of time in American history (1945 to the present.) The activities included lecture, class discussion, and some type of group project. Furthermore, each week students were involved in a variety of instructional activities designed to enhance their motivation for American history. Throughout the 12 week period, students interpreted historical and current events as perceived by diverse cultural and ethnic groups which have affected and continue to affect the development of American society.

Since students find silent reading boring and isolated, group reading of primary and secondary material was employed each week. This was followed by class or small group discussion guided by the instructor. This helped students understand the colloquialism of some primary reading and clarify any unfamiliar vocabulary and concepts. Other high-interest activities include creating charts comparing significant concepts and events of a given historical period from the individual student's perspective. Additional activities included group reports, oral history projects, and talks by invited speakers. These activities served to enhance each student's sense of personal connectedness to American history and the world today.

At the start of the implementation period, students were given a calendar covering the upcoming 12 week period. The calendar listed the daily lessons, activities, and homework assignments. In addition, it indicated the various dates when tests, quizzes, and notebook checks would take place.

The following is a discussion of curriculum, activities, and assignments as implemented, on a weekly basis.

Week 1 Cold War Tensions 1945-52

1) The writer lectured on how to take notes using the SQ3R study method.

2) The writer lectured on Cold War tensions from 1945-52. Students took notes on the following:

   a) Explanation and analysis of the causes of the Cold War.

   b)Explanation of the military strategy used by the U.S. during the Cold War.

   c) Explanation of how life styles of Americans changed during the Cold War especially concerning the Red Scare.

   d) Explanation of how African Americans and Union members helped President Truman secure a victory.

   e) Explanation of why American soldiers were sent to fight in Korea and the examination of the role that American minorities played in the war.

3) Students completed an SQ3R worksheet on the material in focus.

4) Students engaged in small group discussion concerning the costs of McCarthyism, using Victor Navasky writings on McCarthyism.

5) Students looked at prints of Norman Rockwell's paintings in a small group and discussed how his pictures document American life. Students recorded their findings in their notebooks. The writer followed with a class discussion on the topic in focus.

6) Students viewed two video documentaries dealing with McCarthyism and Afro-Americans in the Korean War. After viewing the documentaries students completed a video report which measured their understanding of the material. (As noted earlier, a video report requires the student to discuss the video's main theme, express two of its main ideas, and relate it to current events.)

7) Students created a chart for an homework assignment that considers the problems faced by American after World War II in the perspective of African Americans, Latin Americans, Asian Americans and Native Americans. In the chart these problems were stated in column one; in the second column were stated the action taken by the government to solve these problems; and in the third column were stated personal opinions of the student regarding the problem.

Week 2 Domestic and Foreign Challenges 1952-60

1) The writer lectured on domestic and foreign challenges from 1952-60. Students took notes on the following:

   a) Appraisal of promises made by Eisenhower during the 1952 election campaign and analysis of those that secured his victory.

   b) Analysis of the brinksmanship policies of John Foster Dulles and how these policies led to increased tensions with the Soviet Union.

   c) Explanation and analysis on how the Supreme Court decision in the case Brown v. Board of Education of Topeka began a new era for African Americans.

   d) Examination of Martin Luther King's philosophy that shaped the Civil Rights movement.

e) Examination of Soviet scientific achievements which jolted the U.S. to pursue space exploration and the examination of the role of minority figures in space exploration.

f) Explanation of the impact of suburbia on American life.

2) In small groups students read Dr. King's account of Rosa Parks refusal to give up her seat on a bus in Alabama. After reading this account teacher and student engaged in a class discussion on minorities during the 1950s.

3) Students engaged in active participation by listening and asking questions of a class guest speaker who is an African American who lived during this time period in the South who will provide reflections on the time.

4) Students engaged in a small group project which prepared one of the following: An oral report to the class concerning the desegregation of schools, space program during the 1950s, the role of minorities during the Korean War or the activities of Senator Joseph McCarthy.

5) As a homework assignment, students engaged in one of the following activities: a) An in-depth report on Thurgood Marshall concerning his legal attack on separate but equal, or on the Suez Canal Crisis, the Hungarian Rebellion, Vietnam, or the election of JFK. b) An oral history project by which the student interviewed a person involved in a significant historical event of the 1950s.

6) Students took a multiple choice test that evaluated their knowledge of the Cold War and domestic and foreign challenges faced by the U.S. from 1945 to 1960.

Week 3 The Vigorous Sixties 1960-68: Civil Rights Movement

1) The writer lectured on the vigorous 1960s. Students took notes on the following:

a) Explanation of how the Civil Rights Movement grew more powerful in the 1960s and how this movement effected minorities in the legal, social and political realms.

b) Analysis of the African American struggle for equality which led to riots and violence and how this struggle impacted all minorities in the U.S..

2) Using Lyndon B. Johnson's speech on the "Great Society" and Stokely Carmichael's and Charles Hamilton's article on "Black Power" students engaged in small group discussion concerning the struggle of minorities during the 1960s. One student from each group will report highlights of their discussion to the class.

3) Students will engage in class participation through active listening and questioning the guest speakers (Afro-American club) who will talk about the Civil Rights Movement of the 1960s.

4) After the guest speakers finished their talk, students recorded their thoughts and impressions of the class in their notebook.

5) Students viewed a video documentary dealing with the Civil Rights movement of the 1960s. After viewing the video the students completed a video report which measured their understanding of the material.

6) While students viewed the video documentary, the writer checked 1/4 of the students' notebooks in the class to see if the students are taking adequate notes on the lecture material. Students were expected to have dated notes from every given lecture thus far.

Week 4 The Vigorous Sixties 1960-68: The Vietnam War

1) The writer lectured on the vigorous 1960s. Students took notes on the following:

a) Examination of the events that brought the U.S. and the Soviet Union on the brink of nuclear war in 1962.

b) Analysis of why the U.S. sent military forces to fight in Vietnam.

2) Using Senator J. William Fulbright's speech opposing American military involvement in the Vietnam War and Dave Dellinger's essay on the account of his visit to North Vietnam, students engaged in small group discussion examining U.S. involvement

in Vietnam. Three students from each group reported highlights of their discussion to the class. The writer and the class evaluated these comments and constructed a list of thoughts that all had in common.

3) Students viewed a video documentary concerning the Vietnam War. The writer engaged students in a class discussion after the video. The discussion highlighted main ideas, and comparison of video to knowledge learned in class. The students completed a video report after the discussion.

4) Students completed an SQ3R worksheet dealing with the textbook chapter on the Vietnam War.

Week 5 The Vigorous Sixties: Popular Culture

1) The writer lectured on popular culture of the 1960s. Students took notes on the following:

   a) Examination of the counter-culture movement and anti-war critics and demonstrators.

   b) Identification and explanation of those major American leaders who were assassinated in the 1960s.

   c) Examination of the American space program during the 1960s.

2) Using articles on the success story of the American space program students engaged in cooperative learning through small group discussion by examining technological achievements through the space program.

3) In small groups students constructed a time line of historical events involving the space program.

4) As a homework assignment, students chose a topic concerning a historical event of the 1960s and produced either an oral history project (in which the student interviewed people involved in recent historical events), a written report, or an oral presentation to the class.

5) The students knowledge of the 1960s was evaluated by taking an essay test.

Week 6 Diplomacy, Detente and Crisis 1968-76

1) The writer lectured on diplomacy, detente and crisis from 1968-76. Students took notes on the following:

   a)Appraisal of the steps President Nixon took to bring an end to U.S. involvement in Vietnam.

   b)Explanation of the Watergate Scandal and the evaluation of its influence on the psyche of the American people.

   c)Examination of the presidency of Gerald Ford.

2) Students viewed the video "All The President's Men" and compared in written response in their notebook the historical accuracy of the events in the film which led to Nixon's resignation and comment on the role of the press in the Watergate Affair. A class discussion led by the writer followed each segment of the video. When the film was finished, students completed a video report to measure their understanding of the material.

3) Students engaged in small group work by creating a time line of important events in American history from 1968-76. Students gave an explanation of how these events were important to their life.

4) While students viewed the video, the writer checked 1/4 of the students notebooks in the class to see if the students are taking adequate notes on the lecture material. Students were expected to have dated notes from every given lecture thus far.

Week 7 Diplomacy, Detente and Crisis 1968-76

1) The writer lectured on diplomacy, detente and crisis in the affairs of the U.S. Students took notes on the following:

   a) Examination of the popular culture of the period of the "Me Generation," fads and fashion and cults.

   b) Examination of domestic affairs of the 1970s involving the womens movement for ERA, environmental protection, space exploration, inflation, recession, wage and price controls, and affirmative action policy.

2) In a small group students read the following articles concerning Neil Armstrong's conversation to Houston control tower on July 20, 1969; Henry Kissinger's explanation of the meaning of Detente; and the Feminist Movement. After reading these articles and discussing the content of these articles in a small group, students examined the significance and impact of these events on their lives.

3) As a homework assignment, the students investigated and reported (written or oral) on the OPEC oil embargo of 1973. They then reported on an alternate source of power: hydroelectric, geothermal, nuclear, solar or wind.

4) Students evaluated their knowledge of diplomacy, detente and crisis in the U.S. from 1968 to 1976 by taking a multiple choice test.

Week 8 1976-Present: Presidents and Domestic Policies

1) The writer lectured on Presidents and their domestic policies from 1976 to the present. Students took notes on the following:

   a) Appraisal of the achievements and criticisms of the Carter, Reagan, and Bush administrations.

   b) Evaluation of the first 100 days of the Clinton administration.

2) Students completed an SQ3R worksheet on the material in focus.

3) Students engaged in small group discussion concerning the pros and cons of the Carter, Reagan and Bush administrations. Each group created a chart listing the pros in one column and the cons in another. After this was completed, the writer led a class discussion on comparing the various charts.

4) Students wrote a two page essay in class on material in focus.

5) Students completed an SQ3R worksheet dealing with the history of the U.S. from 1976 to the present using the textbook chapter in focus.

Week 9 1976-Present: Economy

1) The writer lectured on the U.S. economy from 1976 to the present. Students took notes on the following:

   a) Examination of the economy of the 1980s: high unemployment and poverty, unfavorable balance of trade, growing national debt, Wall Street crash of 1987, and the deregulation of industry (examined from the perspective of minority groups as well).

2) Students viewed a video documentary on the economy during the 1980s. After viewing the video, the students completed a report to measure their understanding of the material.

3) While students viewed the video the writer checked 1/4 of the students notebooks in the class to see if the students were taking adequate notes on the lecture material. Students were expected to have their lecture notes in chronological order and all other material that the writer requested to be in their notebooks.(such as reflections of guest speakers).

4) As a homework assignment, students chose a topic concerning the economy of the 1980s: Wall Street crash of 1987, deregulation of industry or unfavorable balance of trade and produce a written report, or an oral presentation to the class.

Week 10 1976-Present: Foreign Affairs

1) The writer lectured on U.S. foreign affairs from 1976 to the present. Students took notes on the following:

   a) Evaluation of America's role and concerns with Africa, Latin America and the Middle East.

   b) Appraisal of immigration policies of the 1980s and 1990s concerning Cuba, Haiti, Mexico, Russia of the Far East and Middle East.

   c) Evaluation of U.S. role in the Persian Gulf War.

2) Students engaged in small group discussion concerning the U.S. role in the affairs of Africa, Asia, Latin America and the Mid-East. The group determined what area they would like to analyze. As a group they prepared a written report and oral presentation to the class on the U.S. involvement in one of these areas.

3) Students engaged in class participation through active listening and questioning the guest speakers who talked about the immigration of peoples from the Caribbean and Latin America and Operation Desert Storm.

4) Students completed an SQ3R worksheet about the immigration policies of the U.S. from 1945 to the present using the textbook chapter in focus.

Week 11 1976-Present: Technology

1) The writer lectured on the technological achievements in space exploration from 1976 to the present. Students took notes on the following:

   a) Examination of space exploration: space probes, space shuttle program, Challenger disaster, and the role of minorities in the space program.

2) Students viewed a documentary video dealing with the history of the U.S. space program. After viewing the video students completed a video report.

3) Students actively listened to guest speakers (in-house team of American history teachers) who talked about the role of minorities in the space program since the early 1960s.

4) Students evaluated their knowledge of U.S. history from 1976 to the present as pertaining to foreign affairs, domestic economy and technological advances by taking a multiple choice test.

Week 12 Review of week one through week eleven

1) The writer reiterated through lecture highlights of the material in focus for the last 11 weeks. During this period students followed along in their notebooks to enable them to take notes on any missing material.

2) Students viewed a video dealing the history of the U.S. since World War II. Students completed an SQ3R video worksheet after viewing the film.

3) While students viewed the video, the writer checked 1/4 of the students notebooks in class to see if they were taking adequate notes on the lecture material. Students were expected to have dated notes from every given lecture..

4) Since this was the end of the implementation period, students were asked to compose an essay answering the following questions: 1) Did you enjoy the use of guest speakers and small group discussion to convey knowledge of American history? 2) Was the material presented in a multicultural fashion? 3) Were you motivated to learn American history during the past 11 weeks? Why? Why not? 4) Do you have any suggestions on how to improve this course?

Deviations from the Plan

There were two principal deviations from the original practicum proposal (Calabrese, 1993). First, the computer lab was not available for use by students, except for those taking computer science classes. (This was due to the fact that a number of computers

had been stolen, and for the purpose of preventing vandalism and further theft.) In the original proposal, the lab was to be used by small groups of students to enhance geography skills by means of computer technology.

Second, it proved quite difficult to get speakers from outside the school community to agree to give talks and lectures. To compensate, speakers were drawn from within the school community. This turned out to be an unexpectedly rich experience. Students already knew the speakers (teachers, students, and administrators gave talks). The class saw facets in these speakers that they had never seen before. For example, the school librarian spoke about her personal experiences in the civil rights movement in the South during the 1950s and 1960s. A former student who had served in Desert Storm returned to describe his experiences.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Summary of Problem and Solution Strategy

The problem addressed by this practicum implementation is that a significant majority of eleventh grade students exhibit little interest and motivation to study American history. These American history students are generally unmotivated and apathetic to any form of achievement. Many fail to regularly complete homework assignments, to participate in classroom discussion, or to perform satisfactorily on exams.

The solution strategy was to use a variety of materials and activities to enable and encourage students to feel the relationship between American history and their actual lives. Emphasis was placed on multiculturalism, a curriculum of inclusion, cooperative learning, and application of critical thinking skills to real-life problems and concerns.

Results

Of the 215 students who were present at the start of the implementation period, only 208 students completed the entire 12 week period. Students who joined the class mid-period, as well as students who left the class mid-period, were not counted in this study.

With regard to the first outcome, it was expected that 150 out of 215 American history students would regularly complete at least 80% of their assignments for each type of assignment: homework, worksheets, video reports, multiple choice tests, essay tests,

in-class essays, and student notebooks. The results obtained were that 98 out of 208 students completed between 90 and 100% of all assignments, and 75 students completed between 80 and 89% of all assignments.

With regard to the second outcome, it was expected that 150 out of 215 American history students would actively participate and be involved in classroom discussions and activities. Regarding the result, the record indicates that 161 of 208 students made at least one significant verbal contribution to class discussion during the 12 week implementation period. This figure was 143 students at the six week mark.

The third outcome was the expectation that 150 out of 215 students would receive a passing grade (of C or higher) for the entire 12 week implementations period. At the end of the 12 week implementation period, 6 students received an A, 32 students received a B, and 112 students received a C. In total, 153 out of 208 students achieved a passing level of performance.

Discussion

The outcomes were indeed met. Regarding the first outcome, it was expected that 150 out of 215 students would regularly complete at least 80% of their assignments. As noted above, the results obtained were that 173 out of 208 students completed between 80 and 100% of all assignments. Figure 1 depicts the distribution of completed assignment by number of students. Expressed as a percentage, 83% of the students completed at least 80% of all assignments. This exceeds by more than 13% the expected outcome of 150 out of 215 students.

Regarding the second outcome, it was expected that 150 out of 215 students would actively participate and be involved in classroom discussions and activities. The results indicate that 161 of 208 students made at least one significant verbal contribution to class discussion during the 12 week implementation period. This figure was 143 students

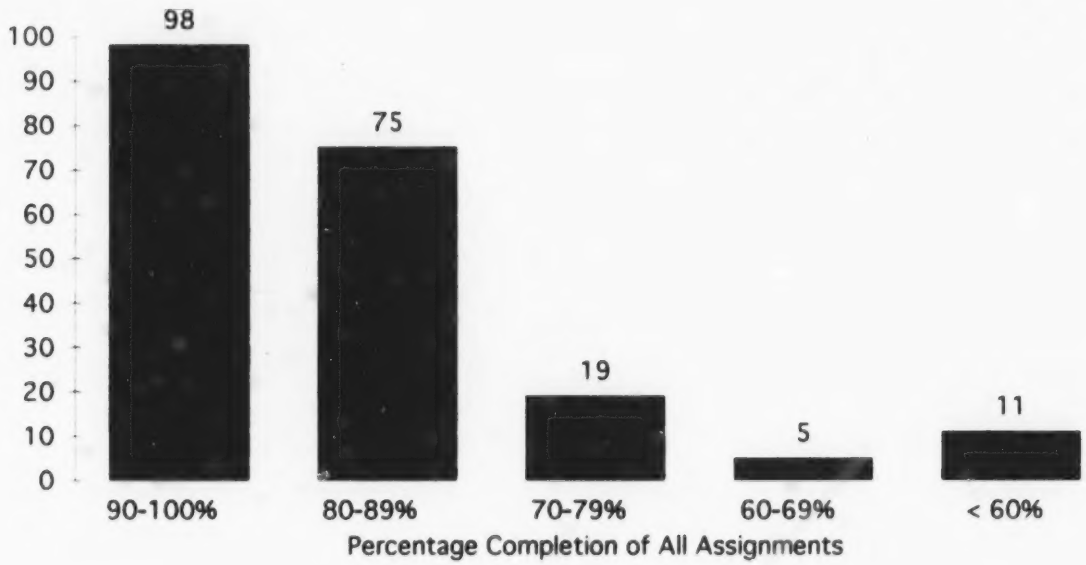

figure 1

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at the six week mark. That the figure was relatively high after only six weeks is explained by the observation that most students who contributed at all did so relatively early and with some frequency. Only 18 students offered their first verbal contribution during the second six week period. Expressed as a percentage, over 77% of students participated over the 12 week period, which exceeds by over 7% the expected outcome.

It is likely that the success of these first two outcomes was due in large part to the emphasis on multiculturalism and the climate of inclusion which was fostered. The curriculum placed considerable emphasis on multicultural content, as described in the previous section of this report.

One of the activities which encouraged a sense of inclusion and participation was the guest lectures. The lecturers were drawn from within the school community. Clubs within the school providing guest speakers included the African-American club, the German club, and the Hispanic cultural organization. Other speakers included the school's head librarian, several teachers, and a representative of Habitat for Humanity. It was more difficult to get speakers from outside the school than had been anticipated. Interestingly, students were probably even more likely to become involved in talks because the speakers were local, people who were perhaps familiar by face but not yet heard from, or friends or acquaintances with whom students could relate from the start. Of additional benefit was the fact that students could more readily suggest guest speakers, and encourage members of the school community to give talks.

A second activity which encouraged student involvement was the use of cooperative learning and group work. In this context, students were encouraged to work together, and they often engendered in one another increased enthusiasm and involvement. Indeed, quite a few students approached this writer expressing gratitude and enthusiasm over the group work, as well as over the speakers.

The third outcome was the expectation that 150 out of 215 students would receive a passing grade (of C or higher) for the entire 12 week implementations period. At the end

of the 12 week implementation period, 6 students received an A, 32 students received a B, and 112 students received a C. In total, 153 out of 208 students achieved a passing level of performance. The results are depicted in Figure 2, which exhibits a distribution of grades by number of students, both at the six week mark and the 12 week mark.

Expressed as percentages, over 73% of the students were passing at the 12 week mark. This exceeds by more than 3% the expected outcome of 150 passing students out of 215 students, and by 6% the pass rate of the previous school year (1991-92). It is difficult to attribute the cause of this improvement to any single factor. Most likely, the performance improvement arose through a combination of the factors.

Recommendations

The following items are recommended:

1. Teachers should make an effort to get guest lecturers, and to encourage students to extend invitations to potential speakers. The use of guest lecturers adds diversity to the class, and encourages student involvement.

2. Teachers should incorporate cooperative learning into their curriculum to encourage student involvement and participation.

3. Teachers should incorporate multiculturalism into their curriculum. Administrators, teachers, and all education stake-holders should collaborate to do the same at the district level. An emphasis on multiculturalism adds diversity to the class, and promotes mutual understanding and respect among the various groups represented in the class.

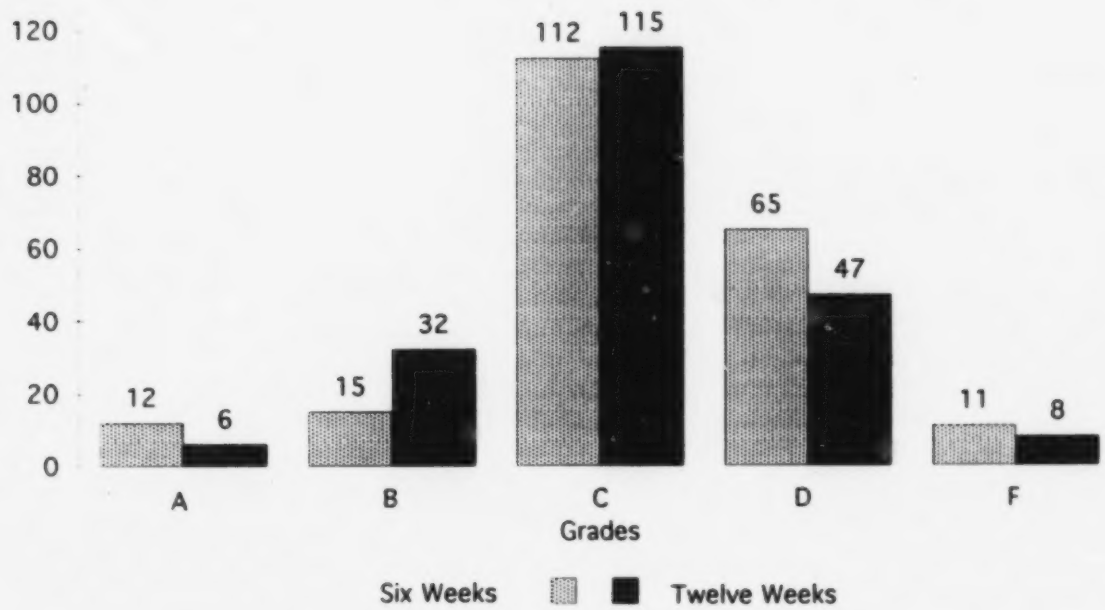
120
100
80
60
40
20
0
12
6
15
32
112
115
65
47
11
8
A
B
C
D
F
Grades
Six Weeks
Twelve Weeks

figure 2

4. An effort must be made to help students connect what they learn to their daily lives and to the real world. A sense of relevance is a critical factor in encouraging student involvement.

5. Students should be given the opportunity, indeed, should be actively encouraged, to share their thoughts and insights with the class as a whole. Contemporary, novel forms of expression may be considered (eg. creation of video, creation of computer programs) although this may be difficult in large classroom instruction. This encourages student involvement and hands-on discovery learning.

6. Teachers should require students to keep notebooks, and should review these notebooks periodically. Students are more involved in a lecture when they are required to take notes, and they organize their thoughts when they organize these notebooks while preparing them for submission.

7. An effort should be made to explore the potentials of team teaching for large classroom instruction. Since large classes are likely to become more common as increasing numbers of students enter the school system, this concern will become more critical with time.

8. Interdisciplinary teaching in the context of American history should be further explored. This approach has potential for greatly enhancing students' appreciation for the relevance and connectedness of history.

9. Studies should be conducted to determine which of the factors discussed in this report contributed to the students' improved performance, and to determine the way in which these various factors interacted.

Dissemination

Concerning dissemination of the report, this writer has discussed the plan and its implementation informally with colleagues throughout the implementation period. In addition, the writer has given two informal presentations to teachers of large classrooms.

The recommendations and observations were well received, and there is evidence that the teachers are incorporating some of the ideas into their teaching methods.

Moreover, since the school's computer lab proved unavailable to social studies students, the writer is currently collaborating with colleagues in writing a grant proposal to build a social studies computer lab. There is still work to be done in integrating the use of a social studies computer lab into a viable large classroom curriculum.

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APPENDIX A

SPECIFIC PERFORMANCE STANDARDS OF AMERICAN HISTORY

Subject Area Social Studies

Course Title American History

Course Number 2100310

COURSE STUDENT PERFORMANCE STANDARDS

After sucessfully completing this course, the student will be able to

1. Understand how contemporary American society depends upon contributions of past societies and cultures.

   The student will
   - 1.01 explain the contributions of the Civil War Period to contemporary America.
   - 1.02 explain the contributions of the Industrial/Urban to contemporary America.
   - 1.03 explain the contributions of the period of emerging world leadership to contemporary America.
   - 1.04 explain the contributions of the Depression/New Deal to contemporary America.

2. Explain the significance of geography on the development of American society.

   The student will
   - 2.01 explain the influence of geography on the social and cultural development of our nation between 1860-present.
   - 2.02 explain the influence of geography on the economic development of our nation 1860-present.
   - 2.03 explain the influence of geography on the political development of our nation 1860-present.

3. Compare major individuals, events and characteristics of historical periods in American history.

   The student will
   - 3.01 compare major political leaders and philosophers from various American historical periods.
   - 3.02 compare significant events from various historical periods.
   - 3.03 compare the social characteristics of given American historical periods.
   - 3.04 compare the social characteristics of given American historical periods.
   - 3.05 compare the economic characteristics of given American historical periods.

4. Understand current and historical events from the perspective of diverse cultural and ethnic groups.

   The student will
   - 4.01 identify two or more interpretations, when given an event in American history: Reconstruction, Homestead, Steel Strike, March on Washington.

5. Compare the American ethnic cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.

The student will
- 5.01 compare the political, economic and social impact of the African, Southern and Eastern European, Chinese, Irish and Hispanic immigrants on America.

6. Explain how major American traditions (political, economic and social) changed or altered historical patterns of development in the United States.

The student will
- 6.01 identify a series of political events representing a historical pattern, such as: passage of the Pure Food and Drug Act, passage of Interstate Commerce and Sherman Anti-Trust Acts illustrating federal regulation of the economy.
- 6.02 identify a series of social events representing a historical pattern, such as: 19th Amendment, Women's Christian Temperance Union and labor-saving devices illustrating women's equality.
- 6.03 identify a series of economic events representing a historical pattern, such as: stock market crash, loss of farm income and failure of banks illustrating the pattern of economic depression.

7. Identify causes and effects of various changes in American historical development.

The student will
- 7.01 identify one cause and one effect of the following social movements from 1860-present: progressivism, abolitionist movement and the Civil Rights movements.
- 7.02 identify one cause and one effect of the following religious movements from 1860-present: social gospel and fundamentalism.
- 7.03 identify one cause and one effect of the following colonizations and migrations from 1860-present: immigration, manifest destiny and urbanization.
- 7.04 identify one cause and one effect of military conflicts from 1860-present: Civil War, Spanish-American War, WW I and WW II.
- 7.05 identify one cause and one effect of several economic systems from 1860-present: laissez-faire, capitalism, socialism and regulated capitalism.

8. Understand the interaction of science, society and technology in American historical development.

The student will
- 8.01 explain how social conditions enhanced or inhibited scientific and technological development from 1860-present in American history.
- 8.02 describe the impact of scientific and technological advances from 1860-present in American History: atomic power, electricity, automobile, radio, television, computer.

9. Explain the uniqueness of the people of America as a synthesis of various cultures.

   The student will
   - 9.01 describe aspects of American culture which represent the blending of various immigrant cultures: music, language, foods, art, literature.

10. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking and decision-making skills.

    The student will
    - 10.01 define the following vocabulary words as applied to the study of American history from 1860-present: civil service, democracy, depression, emancipation, federal, inflation, judicial review, manifest destiny, monopoly, nullification, platform, plebiscite, reparations, republic, sectionalism, segregation, specie, sufferage and tariff.
    - 10.02 interpret historical information using a map legend.
    - 10.03 identify the location of major geographic features and political divisions of the United States.
    - 10.04 distinguish a set of statements as being fact or opinion.
    - 10.05 distinguish between primary and secondary sources.
    - 10.06 interpret a time line.
    - 10.07 read and determine relationships described by line graphs, circle graphs or tables.
    - 10.08 interpret the steps of inquiry as: stating the problem, gathering data, developing a hypothesis, analyzing and evaluating and reaching a conclusion.
    - 10.09 recognize that a person's personal experience and philosophy (frame of reference) influences his/her interpretation of historical events.

APPENDIX B

COMPETENCY BASED CURRICULUM FOR AMERICAN HISTORY

SOCIAL STUDIES

COMPONENT	OBJECTIVES	COMPETENCY
I. Geographic Understanding	1. Compare and contrast Dutch, English, French, and Spanish colonization in North America. 2. Identify territory acquired from 1821 through 1860 and locate each area on a map. 3. Discuss the factors which led to the final settlement of the West. 4. Explain how sectional differences contributed to problems associated with the Civil War and Reconstruction. 5. Review each of the five fundamental themes of geography (absolute and relative location, place, human-environment interaction, movement, and region). 6. Describe the relationship between geography and the strategy/ outcomes of military conflicts. 7. Explain the nature, effects, and importance of transboundary flows in the social, political, and economic developement of the United States. 8. Interpret historical information using a map legend. 9. Identify the location of major geographic features and political divisions of the United States. 10. Explain the effects of geography on the settlement, migration, and growth patterns of the U.S.	A. After studying settlements, migrations, and growth patterns in the United States, the students will: a. Explain how the five fundamental themes of geography can be related to settlements, migrations, and growth patterns. b. Compare/contrast, through role play, dramatizations, art, and/or music, the causes of selected settlements, migrations, and/or growth patterns during different periods in American history. c. Interpret data from maps, charts, and graphs representing settlements, migrations, and growth patterns of the United States. d. Analyze the causes and the effects of a migration and/or growth pattern involving the nation, state, or local community; e.g., Cubans, Haitians.

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SOCIAL STUDIES

COMPONENT	OBJECTIVES	COMPETENCY
II. Historical Awareness	1. Review the period of European exploration. 2. Describe the reasons for American success in the Revolutionary War. 3. Summarize the political conditions following the American Revolution which led to the Constitutional Convention. 4. Describe the Westward Movement from different points of view. 5. Describe demographic changes that resulted from immigration, urbanization, and industrialization. 6. Analyze the causes and effects of the Great Depression. 7. Analyze events which led to the outbreak of World Wars I and II and eventual United States' involvement. 8. Identify the factors which led to the United States' decision to use the atomic bomb on Japan. 9. Describe the role of the United States in major world crises since World War II. 10. Analyze the roles of the United Nations, the United States, and China in the Korean War and discuss the results of the war. 11. Understand how contemporary American society depends on the contributions of past societies. 12. Compare major individuals, events, and characteristics of periods in American history. 13. Understand the interaction of science, society, and technology in American historical development.	A. After studying selected time periods in American history, the students will: a. Explain the causes and the effects of major events that occurred during a selected time period. b. Cite examples that illustrate the influence of people and ideas during a selected time period. c. Create a newspaper that reflects events, people, and ideas of a selected time period. d. Interpret through discussion or written assignment, major events from differing perspectives.

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COMPONENT	OBJECTIVES	COMPETENCY
	14. Identify the causes and effects of various changes in American historical development. 15. Discuss states' rights and federalism as they relate to particular periods in United States' history.	
	1. Identify major issues and legislation related to consumerism and the environment from the 1970's through the 1990's. 2. Discuss the impact of technology on contemporary society in the United States. 3. Analyze the legal, social, and economic consequences of drug abuse. 4. Predict, based on the nation's past experiences, future social, economic, and political trends. 5. Recognize the steps of inquiry as stating the problem, gathering data, developing a hypothesis, analyzing and evaluating, and reaching a conclusion.	B. After studying and completing a research assignment on a current issue related to American life, the students will: a. State the issue. b. Develop a hypothesis. c. Select and organize relevant data. d. Analyze and evaluate the data. e. Make a conclusion that is supported by the data.
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COMPONENT	OBJECTIVES	COMPETENCY
	1. Summarize political conditions following the American Revolution which led to the Constitutional Convention. 2. Outline the compromises which led to the drafting and ratification of the United States Constitution. 3. Describe the basic content of the seven articles of the United States Constitution. 4. Discuss the concept of Jacksonian Democracy and the political changes which occurred during the Jacksonian period. 5. Describe the events which led to Nixon's resignation and their impact on the attitudes of the American people toward politics and government. 6. Recognize that personal experience and frame of reference influence the interpretation of historical events.	C. After studying the influence of political traditions/culture on American life, past and present, and reviewing the basic concepts and principles of the Constitution, the students will: a. Describe the ideas, events, and people that shaped American political tradition/culture. b. Cite examples that illustrate the influence and importance of political tradition/ culture in American life; e.g., political campaigns, national symbols, national songs, and slogans. c. Examine through individual, small group, entire class discussion and/or written assignment, a controversial issue involving political tradition/culture; e.g., poll tax, women's right to vote, lobbyists. d. Create political cartoons, political satire, and/or political speeches that illustrate the influence of political traditions/culture on American life.

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COMPONENT	OBJECTIVES	COMPETENCY
III. Civic Responsibility	1. Discuss issues which led to increasing sectionalism and the Civil War. 2. Explain the contributions of the Civil War period to contemporary America. 3. Describe the reasons the United States entered World War I and World War II. 4. Summarize the events and attitudes which led to United States involvement in Southeast Asia and explain the reasons for its eventual withdrawal. 5. Assess the impact of political assassinations and civil unrest in the 1960's on the American public. 6. Understand historic events from the perspective of diverse cultural and ethnic groups. 7. Describe the impact of public opinion on United States' involvement in various global conflicts.	A. After studying conflicts in United States' history, the students will: a. Research and report on the causes and effects of selected conflicts. b. Analyze, through small group or class discussion, the actionstaken to resolve selected conflicts. c. Decide what can be done to prevent future conflicts from escalating into war. d. Propose ways to peacefully resolve school and/or community conflicts.
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COMPONENT	OBJECTIVES	COMPETENCY
61	1. Explain how the Populist movement was a response to problems of farmers in the late 19th century. 2. Compare and contrast the reform movements of Populism and Progressivism. 3. Describe aspects of American political structures that exemplify the Progressive tradition. 4. Contrast the political attitudes and actions of the 1920's with those of the Progressive Era. 5. Explain reform movements that arose in response to urbanization and industrialization. 6. Describe the goals, methods, and achievements of various reform movements since the 1950's; e.g., Civil Rights Movement, Black Power Movement, Women's Movement, Peace Movement 7. Explain how American citizens can participate in political and economic processes and decision-making. 8. Describe inferences about how social, political, economic, and technical changes may affect the institutions of family, education, government, economy, and religion.	B. After studying reform efforts and reform movements in American history, the students will: a. Explain the causes and the effects of selected reform efforts/movements. b. Cite examples that illustrate how reform efforts/movements have affected the lives of Americans; e.g., food/drug laws, improved sanitation, child labor laws. c. Analyze, through individual or small group work, a reform effort and/or movement. d. Assess, through discussion or written work, the effectiveness of a reform effort and/or movement. e. Propose a reform to benefit the local community. 62

COMPONENT	OBJECTIVES	COMPETENCY
IV. Economic Understanding	1. Compare the federal government's role in the economy before the Great Depression to its role during and after the Great Depression. 2. Discuss the major causes of the Great Depression. 3. Assess the effectiveness of the government's efforts to relieve the effects of the Great Depression prior to 1933. 4. Evaluate the impact of the Great Depression/New Deal on contemporary America. 5. Categorize New Deal programs as relief measures, recovery measures, or reform measures and evaluate their effectiveness. 6. Compare and contrast current economic conditions with those of the past. 7. Interpret and determine relationships described by line graphs, circle graphs, or tables.	A. After studying government's involvement in the American economy, the students will: a. Describe and cite examples of the government's involvement in the economy, past and present. b. Compare/contrast by making charts, graphs, or other illustrations, the government's involvement in the economy during different periods of American history. c. Interpret data that illustrate government involvement in the economy. d. Predict, through small or large group activities, what the American government's actions might be in handling a future economic crisis that is comparable to the Great Depression.
	1. Explain the relationship among industrialization, urbanization, immigration, and the labor movement during the late 19th century. 2. Describe the effects of mass production and technology on labor-management relations in the 1920's. 3. Compare and contrast 19th century agrarian society to the industrialized society of the 20th century. 4. Understand the interaction of science, society, and technology in American historical development.	B. After studying the history of technological development and the effects of technology on American life, the students will: a. Describe and cite examples of technology's impact on American life. b. Debate the advantages and disadvantages of technology. c. Propose, through small or large group activities, new technology to enhance the quality of American life.

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COMPONENT	OBJECTIVES	COMPETENCY
	5. Explain the impact of the Industrial/Urban period on contemporary America. 6. Analyze the role of big business, labor unions, individual entrepreneurs, and government in the growth and development of capitalism in the U.S.	
V. Cultural Awareness	1. Cite examples which demonstrate the uniqueness and diversity of the United States' population. 2. Describe aspects of United States' culture which represent the blending of various immigrant cultures; e.g., music, language, foods, art, and literature. 3. Recognize how cultural experiences and frame of reference influence the interpretation of historical events. 4. Distinguish fact from opinion. 5. Describe the scientific, technological, artistic, and literary contributions made by members of various ethnic and minority groups. 6. Analyze differing points of view within ethnic and minority groups.	A. After studying selected works of American writers, artists, musicians, photographers, architects and/or sculptors, the students will: a. Describe the lives and times of selected writers, artists, musicians, photographers, architects and/or sculptors. b. Cite specific works which reflect the lives and times of minority/ethnic groups; e.g., photographs by Robert Parks, fiction by Sandra Cisneros. c. Analyze, through small or large group activities, the depiction of minority/ethnic groups in selected works. d. Create a display, write a poem, or compose a song that reflects the history and culture of an historical period.
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COMPONENT	OBJECTIVES	COMPETENCY
	1. Describe the characteristics of selected immigrant groups and the conditions they faced upon arrival in the United States. 2. Compare and contrast the experiences of immigrants 100 years ago with immigrants who have arrived in the United States during the past 25 years. 3. Identify contributions made to United States' society by a variety of ethnic/racial groups. 4. Compare the assimilation experiences of various ethnic groups in the United States, past and present. 5. Analyze events from the perspectives of various ethnic and minority groups.	B. After studying immigration in United States' history and learning about the experiences of immigrants, the students will: a. Describe the role immigration has played in United States' history, including contributions made by immigrants. b. Research and discuss the experiences of selected immigrants/immigrant groups in the United States. c. Compare/contrast the experiences of immigrant groups in the United States. d. Create art work, music, dance, drama, poetry, or written stories that illustrate the experiences of immigrants and/or immigrant groups in the United States. e. Assess the impact of immigrants on the national, state, and/or local community.
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COMPONENT	OBJECTIVES	COMPETENCY
	1. Identify the rights and freedoms in the Bill of Rights and subsequent amendments that are guaranteed to all citizens. 2. Describe the effects of westward expansion on the culture of Native Americans. 3. Examine the status of African Americans during and immediately following Reconstruction. 4. Discuss man's inhumanity to man as exemplified in the Holocaust and explain the impact of the Holocaust on the world today. 5. Trace the origins and development of the Civil Rights Movement; describing its goals, methods and achievements. 6. Discuss government programs designed to guarantee equal opportunities for all citizens. 7. Explain the relationship between immigration and the rise of intolerance toward various ethnic/racial groups. 8. Assess the social, political, and economic status of various ethnic and minority groups. 9. Analyze events from the perspectives of various ethnic and minority groups.	C. After studying how prejudice and intolerance have influenced people and events in United States' history, the students will: a. Cite examples that illustrate how prejudice and intolerance have influenced United States' history. b. Role play, dramatize, or simulate a specific example(s) of prejudice and intolerance. c. Analyze, through discussion or written work, the reactions of people and/or the government to situations involving prejudice and intolerance. d. Propose ways to combat prejudice and intolerance within the school/community.

COMPONENT	OBJECTIVES	COMPETENCY
VI. Global Perspective	1. Describe national and international causes and effects of military conflicts between 1860 and present; e.g., Civil War, Spanish American War, World War I, World War II, Korean Conflict, Vietnam War, Persian Gulf War. 2. Summarize the reasons for United States' involvement in the Caribbean and Latin America and its impact on selected nations and people. 3. Assess the social, economic, and political ramifications of United States' expansionism between 1867 and 1914. 4. Identify reasons why the United States declared war on Germany in 1917. 5. List the major objectives of the United States at the Versailles Conference and relate the United States Senate's rejection of the Treaty of Versailles to the political attitudes of the time. 6. Discuss the factors and incidents which led to United States' involvement in World War II. 7. Analyze the impact of the United States' policy of "containment" of communism during the 1950's and 1960's on the nation and the world. 8. Analyze the relations between the United States and other nations since World War II. 9. Discuss selected foreign policy issues and actions that have shaped American thought.	A. After studying United States' foreign policy, past and present, the students will: a. Explain the rationale for and the effects of selected foreign policy decisions. b. Compare/contrast foreign policy decisions made during different time periods. c. Assess, through individual, small group, or entire class discussion/or written assignment, the effectiveness of United States' foreign policy during a specific time period. d. Debate a current foreign policy issue and/or decision from different perspectives. e. Propose, through individual, small group, or entire class discussion, a solution to a current foreign policy problem.
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COMPONENT	OBJECTIVES	COMPETENCY
	1. Identify major global issues and the pertinent national/international legislation designed to address them. 2. Describe the efforts made by national/international organizations to solve global problems; e.g., Greenpeace, Sierra Club, World Health Organization, United Nations, Amnesty International. 3. Recognize the interdependent nature of global problems. 4. Describe the changing role of the United Nations in seeking resolutions to global problems.	B. After studying global problems; e.g., environment, health concerns/AIDS, population explosion, migrations, human rights violations, the students will: a. Describe global problems that impact the United States and other countries. b. Cite examples of attempts to solve global problems that cross national boundaries; e.g., conferences, international agreements. c. Create a visual or written representation that focuses on a global problem and identifies ways that people can solve the problem. d. Research and present reports on global issues that will be of greater concern in the future.
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